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**ASSIGNMENT BOOKLET**  
SST1150 Social Studies 10-2  
Module 5 Assignment

**FOR STUDENT USE ONLY**

Date Assignment Submitted:

\_\_\_\_\_

Time Spent on Assignment:

\_\_\_\_\_

(If label is missing or incorrect)

Student File Number:

\_\_\_\_\_

Module Number: \_\_\_\_\_

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Assigned

Teacher: \_\_\_\_\_

Assignment

Grading: \_\_\_\_\_

Graded by: \_\_\_\_\_

Date Assignment Received:

**Student's Questions  
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\_\_\_\_\_  
Teacher

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# SOCIAL STUDIES 10-2 ASSIGNMENT BOOKLET

Learn  veryWare

Module 5: Stewardship and Sustainable Prosperity

**we** explore

Social Studies 10-2  
 Module 5: Stewardship and Sustainable Prosperity  
 Assignment Booklet  
 ISBN 978-0-7741-3093-6

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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## MODULE 5 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

### Module 5: Section 1: Lesson 1: Get Focused

#### KWL Show Your Love

Complete the following chart that will help you prepare for the Section Challenge, in which you will suggest what kind of diamond your friend should obtain. Add to your chart as you work through Lesson 1.

This activity may not be evaluated, but is required to support your inquiry.

K What I <i>Know</i>	W What I <i>Want To Learn</i>	L What I <i>Have Learned</i>



**Module 5: Section 1: Lesson 2: Explore 2****Notebook: Working Conditions**

Jot down notes about working conditions in diamond mines in Canada and in Sierra Leone. Remember to use the website analysis skills you developed in previous lessons to determine the reliability of the sites you consult. Save your completed Working Conditions chart in your Notebook. You will need these notes to complete the Section Challenge.

This activity may not be evaluated, but is required to support your inquiry.

	Canadian Mines	Sierra Leonean Mines
Salaries		
Working Conditions		
Living Conditions		
Use of Child Labour		
Other Factors		

## Module 5: Section 1: Lesson 2: Explore 4

### Notebook: Transnationals: For and Against

Rank the costs and benefits of transnational corporations on this retrieval chart. Include supporting evidence about the costs and benefits of transnational corporations for the global community. Remember to use your critical thinking skills.

Save your completed Transnationals: For and Against chart in your Notebook. You will need these notes to complete the Discussion activity. Your ideas will also help you complete the Section Challenge.

This activity may not be evaluated, but is required to support your inquiry.

Rank Order		Evidence For	Evidence Against
	profits leading to increased investments for future economic growth		
	profits for shareholders		
	good working conditions for all employees		
	better wages for all employees		
	better consumer prices for all shoppers		
	environmental protection		
	local control of decision making		
	local economic benefits		
	increased employment globally		
	increased employment locally		
	other (list)		
	other (list)		
	other (list)		
	other (list)		



## Module 5: Section 1 Challenge

### Showing Your Love Presentation

In this final activity prepare a presentation or a persuasive speech to a friend who is getting engaged. What kind of diamond do you recommend buying, and why?

The following activities will be reviewed with your presentation:

- KWL Chart from Lesson 1
- Working Conditions from Lesson 2
- Diamond Drag and Drop from Lesson 3

Your presentation or speech will be evaluated according to the assessment criteria that follow.

### Scoring Criteria: Showing Your Love Presentation

	Exploration and Analysis 10 marks	Defence of Position 10 marks	Communication 5 marks
5 Excellent	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>insightfully</b> and <b>comprehensively</b></li> <li>• used evidence that is <b>specific and accurate</b></li> <li>• shown a <b>strong understanding</b> of social studies issues</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your position with <b>one or more convincing</b> arguments</li> <li>• given evidence that is <b>specific and accurate</b></li> <li>• shown a <b>strong understanding</b> of social studies knowledge</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• written in a <b>fluent and highly organized</b> way</li> <li>• used vocabulary that is <b>precise and effective</b></li> <li>• shown <b>confident writing skills</b> with very few errors</li> </ul>
4 Proficient	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>specifically and accurately</b></li> <li>• used evidence that is <b>relevant and appropriate</b></li> <li>• shown a <b>clear understanding</b> of social studies issues</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your position with <b>one or more sound</b> arguments</li> <li>• given evidence that is <b>relevant and mostly correct</b></li> <li>• shown a <b>clear understanding</b> of social studies knowledge</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• presented your ideas written in a <b>clear and well-organized</b> way</li> <li>• used <b>accurate and appropriate</b> vocabulary</li> <li>• shown <b>good writing skills</b> with few errors</li> </ul>

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Satisfactory</b></p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>adequately</b> with some possible minor misconceptions</li> <li>• used evidence that is <b>relevant but possibly incomplete</b></li> <li>• shown an <b>acceptable understanding</b> of social studies issues</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your position with <b>one or more straightforward arguments</b></li> <li>• given evidence that is <b>general or partially undeveloped</b></li> <li>• shown an <b>acceptable understanding</b> of social studies knowledge</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• presented your ideas in a <b>generally clear and organized</b> way</li> <li>• used <b>generally adequate</b> vocabulary</li> <li>• shown <b>some writing errors</b> that did not interfere with your message</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Limited</b></p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>in an overgeneralized way</b> with some <b>substantial misconceptions</b></li> <li>• used evidence that is <b>superficial, irrelevant,</b> and possibly contains <b>significant errors</b></li> <li>• shown a <b>confused understanding</b> of social studies issues</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• supported your position with <b>superficial or unconvincing arguments</b></li> <li>• given evidence that is <b>overgeneralized or irrelevant</b></li> <li>• shown a <b>confused understanding</b> of social studies knowledge</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• presented your ideas in an <b>incomplete way</b> with <b>some organization</b></li> <li>• used <b>inappropriate or inaccurate</b> vocabulary</li> <li>• shown a <b>lack of strong writing skills,</b> with <b>some errors</b> that interfered with what you were trying to say</li> </ul>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Poor</b></p>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• interpreted the source <b>incorrectly</b> with <b>significant errors</b></li> <li>• used <b>little or no evidence,</b> or evidence that is <b>irrelevant or superficial</b></li> <li>• shown <b>almost no understanding</b> of social studies issues</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• provided a position that is <b>hard to determine</b> and made <b>little attempt</b> to defend it</li> <li>• given <b>no evidence</b> or evidence that is <b>irrelevant</b></li> <li>• shown almost no <b>understanding</b> of social studies knowledge</li> </ul>	<p>You have . . .</p> <ul style="list-style-type: none"> <li>• presented your ideas <b>unclearly</b> with a <b>lack of organization</b></li> <li>• used <b>inappropriate and frequently incorrect</b> vocabulary</li> <li>• shown <b>limited communication skills,</b> with <b>many errors</b> that interfered with your message</li> </ul>
<p style="text-align: center;"><b>Score</b></p>	<p style="text-align: center;">(×2)</p>	<p style="text-align: center;">(×2)</p>	

## **Module 5: Section 2 Inquiry**

### **Notebook: Food Crisis Headlines 1**

Copy and paste at least five news headlines in the space provided. For each headline, include the date of publication and the URL or title of the publication in which the headline was printed.

This activity may not be evaluated, but is required to support your inquiry. Save your completed Food Crisis Headlines 1 in your Notebook. You will use these headlines for an activity in Lesson 1.





## Module 5: Section 2: Lesson 1: Explore 2

### Notebook: Food Crisis Headlines 2

List at least five news headlines and analyze their content in the chart below. An example has been provided.

This activity may not be evaluated, but is required to support your inquiry. Save your completed Food Crisis Headlines 2 in your Notebook.

Headline	Source and Date	Cause, Effect, or Solution?
Watchdog demands action from rich nations on global food crisis	Xinhua, China June16, 2008	Solution: A panel of leaders says the rich nations of the world have to act to resolve the issue.

**Module 5: Section 2: Lesson 2: Explore 2****Notebook: Cartoon Perspective**

Analyze the cartoon "Pass the Corn," then answer the following questions.

This activity may not be evaluated, but is required to support your inquiry. Save your work in your Notebook.

1. Whose perspective is represented in this cartoon?

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2. In one sentence, what perspective is held by the cartoonist?

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3. What values underlie this perspective?

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4. What history or experience might lie behind this perspective?

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5. To what extent do you share this perspective? Explain in a paragraph.

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Your paragraph will be marked according to the following criteria.

Scoring Criteria for the Paragraph	
<b>5</b> Excellent	The student <ul style="list-style-type: none"><li>• explores the issue <b>thoroughly</b></li><li>• discusses the issue <b>perceptively</b></li><li>• provides <b>relevant</b> examples</li><li>• demonstrates <b>strong</b> use of vocabulary and very few errors</li></ul>
<b>4</b> Proficient	The student <ul style="list-style-type: none"><li>• explores the issue <b>clearly</b></li><li>• discusses the issue <b>competently</b></li><li>• provides <b>accurate</b> examples</li><li>• demonstrates <b>clear</b> use of vocabulary and few errors</li></ul>
<b>3</b> Satisfactory	The student <ul style="list-style-type: none"><li>• explores the issue in a <b>straightforward</b> manner</li><li>• discusses the issue <b>conventionally</b></li><li>• provides <b>adequate</b> examples</li><li>• demonstrates <b>generally clear</b> use of vocabulary and some errors</li></ul>



2 Limited	The student <ul style="list-style-type: none"><li>• explores the issue <b>incompletely</b></li><li>• discusses the issue in a <b>vague</b> or <b>unclear</b> manner</li><li>• provides <b>inaccurate, few, or no</b> examples</li><li>• demonstrates <b>unclear</b> use of vocabulary and several errors</li></ul>
1 Poor	The student <ul style="list-style-type: none"><li>• explores the issue <b>minimally or not at all</b></li><li>• discusses the issue using <b>inaccurate</b> assumptions or not at all</li><li>• provides <b>inaccurate or no</b> examples</li><li>• demonstrates <b>confused</b> use of vocabulary and errors that impede meaning</li></ul>

## Module 5: Section 2: Lesson 3: Get Focused

### Notebook: Balancing Act

Find or create an image that illustrates the balancing act between economic growth and environmental sustainability, and explain what the image demonstrates.

This activity may not be evaluated but is required to support your inquiry. Save your work to your Notebook.





## Module 5: Section 2 Challenge

### Perspectives on Sustainability

Choose **two** passages that represent different perspectives on the issue of sustainability and prosperity. For each of the quotations you select, answer the following questions passages.

**First Chosen Quotation** \_\_\_\_\_ **Second Chosen Quotation** \_\_\_\_\_

1. Whose perspective is represented in this passage?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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2. In one sentence, what perspective is held by this person or group?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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3. What values underlie this perspective?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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4. What history and experience lie behind this perspective?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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5. To what extent do you share this perspective? Explain in a paragraph.

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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6. Whose perspective is represented in this passage?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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7. In one sentence, what perspective is held by this person or group?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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8. What values underlie this perspective?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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9. What history and experience lie behind this perspective?

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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10. To what extent do you share this perspective? Explain in a paragraph.

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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11. Can one perspective be more “right” than another, or are all perspectives equally valuable? Explain in a paragraph.

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**

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12. How can society resolve issues where the perspective of one group is different from that of another? Explain in a paragraph.

**Answer for First Chosen Quotation:**

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**Answer for Second Chosen Quotation:**


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Your paragraphs will be marked according to the following criteria.

Scoring Criteria for Paragraph Questions	
5 Excellent	<p>The student</p> <ul style="list-style-type: none"> <li>• explores the issue <b>thoroughly</b></li> <li>• discusses the issue <b>perceptively</b></li> <li>• provides <b>relevant</b> examples</li> <li>• demonstrates <b>strong</b> use of vocabulary and very few errors</li> </ul>
4 Proficient	<p>The student</p> <ul style="list-style-type: none"> <li>• explores the issue <b>clearly</b></li> <li>• discusses the issue <b>competently</b></li> <li>• provides <b>accurate</b> examples</li> <li>• demonstrates <b>clear</b> use of vocabulary and few errors</li> </ul>
3 Satisfactory	<p>The student</p> <ul style="list-style-type: none"> <li>• explores the issue in a <b>straightforward</b> manner</li> <li>• discusses the issue <b>conventionally</b></li> <li>• provides <b>adequate</b> examples</li> <li>• demonstrates <b>generally clear</b> use of vocabulary and some errors</li> </ul>
2 Limited	<p>The student</p> <ul style="list-style-type: none"> <li>• explores the issue <b>incompletely</b></li> <li>• discusses the issue in a <b>vague</b> or <b>unclear</b> manner</li> <li>• provides <b>inaccurate, few, or no</b> examples</li> <li>• demonstrates <b>unclear</b> use of vocabulary and several errors</li> </ul>
1 Poor	<p>The student</p> <ul style="list-style-type: none"> <li>• explores the issue <b>minimally or not at all</b></li> <li>• discusses the issue using <b>inaccurate</b> assumptions or not at all</li> <li>• provides <b>inaccurate or no</b> examples</li> <li>• demonstrates <b>confused</b> use of vocabulary and errors that impede meaning</li> </ul>

## Module 5: Challenge to Take Action

**Step 1.** (Check or highlight one of the following.) I want to get involved in

finding out more about    engaging in    acting on

the following issue about sustainable prosperity:

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**Step 2.** This issue is important to me because

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This issue is important to my community because

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This issue is important to Canada today because

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**Step 3.** Some possible actions that I could take to address this issue include the following.

	<b>Activity (List two or more possible actions in each box.)</b>	<b>Possible Benefits of Completing this Activity</b>
<b>Informing myself by ...</b>		
<b>Engaging with others or the issue by ...</b>		
<b>Taking action by ...</b>		



**Scoring Criteria: Challenge to Take Action**

	Limited 2	Satisfactory 3	Proficient 3	Excellent 4
<b>Exploration and Analysis (x2)</b>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>demonstrates a <b>simplistic or confused understanding</b> of the issue</li> <li>displays <b>little consideration</b> of other perspectives</li> <li>provides <b>unrealistic or unrelated options</b> that demonstrate citizenship</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>demonstrates an <b>adequate understanding</b> of the issue</li> <li>displays a <b>sufficient consideration</b> of other perspectives</li> <li>provides <b>realistic options</b> that demonstrate citizenship</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>demonstrates a <b>thoughtful understanding</b> of the issue</li> <li>displays a <b>clear understanding</b> of other perspectives</li> <li>provides <b>purposeful options</b> that demonstrate citizenship</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>demonstrates an <b>insightful understanding</b> of the issue</li> <li>displays a <b>thorough understanding</b> of other perspectives</li> <li>provides <b>insightful options</b> that demonstrate citizenship</li> </ul>
<b>Explanation of Plan of Action (x2)</b>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>presents a course of action based on <b>superficial or questionable</b> arguments, demonstrating a <b>confused</b> understanding of social studies knowledge</li> <li>shows <b>minimal global consciousness</b> with respect to humanity and world issues</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>presents a course of action based on <b>relevant</b> arguments, demonstrating an <b>acceptable</b> understanding of social studies knowledge</li> <li>shows a <b>developing global consciousness</b> with respect to humanity and world issues</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>presents a course of action based on <b>appropriate</b> arguments, demonstrating a <b>clear</b> understanding of social studies knowledge</li> <li>shows an <b>appropriate global consciousness</b> with respect to humanity and world issues</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>presents a course of action based on <b>convincing</b> arguments, demonstrating a <b>perceptive</b> understanding of social studies knowledge</li> <li>shows a <b>mature global consciousness</b> with respect to humanity and world issues</li> </ul>
<b>Quality of Presentation</b>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>communicates in an <b>unconvincing, confused, or ineffective</b> manner</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>communicates in a <b>generally clear, matter-of-fact</b> manner</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>communicates in a <b>clear, structured, and credible</b> manner</li> </ul>	<p>The student . . .</p> <ul style="list-style-type: none"> <li>communicates in a <b>fluent, creative, and highly convincing</b> manner</li> </ul>

If you wish, you may share your action in My Community.